



Instructional Technology Newsline

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Department of Elementary and Secondary Education

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◆ Instructional Technology Update

April is always a busy time of year for Missouri educators with administering the MAP, closing out current-year programs, attending workshops, preparing grant forms for the coming year, and completing the Census of Technology, among other things. It's also a busy time of year for Department staff. So, I'm pleased to announce that we are again fully staffed. Shirley Brumley joined us on March 26, replacing Kelly Kempker as Administrative Assistant. Be sure to introduce yourselves and welcome Shirley when you call or visit the office. And, if you see or talk to Kelly, congratulate her on her promotion. –Deb

Information Workshops -- Instructional Technology Grant Programs

If you haven't already, plan to attend one of our Technology Grant Information Workshops – three more will be held in April. Instructional Technology staff will go over the technology programs offered next year, highlighting changes and important deadlines. Be sure to bring your red Consolidated Manual for FY02 Instructional Technology Grant Programs so you can follow along.

April 4, 2001 – 10:00 a.m. to 12:00 p.m., Nixa Empire Bank, Nixa

April 4, 2001 – 12:00 p.m. to 2:00 p.m., 315 Fine Arts Bldg., UMKC, Kansas City (This workshop will also be aired in Maryville, Trenton, and St. Joseph via MOREnet3)

April 5, 2001 – 10:00 a.m. to 12:00 p.m., Dexter High School, Dexter

TAG/VIDEO Programs

FY01 – By now, everyone should have heard the news about our not being able to secure the supplemental funds to reach the VIDEO funding floor of \$4 million that was established by Senate Bill 944 (2000). As a result, schools, colleges, and public television stations will receive only the ¼ payment that was issued at the time grants were approved. TAG grant recipients, on the other hand, can expect another payment in May, equal to 40% of the approved State amount, and a final payment in June or July, with that payment amount based on the Final Expenditure Report (FER).

The online TAG/VIDEO FERs should be active on or before May 1. FERs must be submitted by no later than June 15. Indicate all funds expended for both programs; however, understand that no additional VIDEO payment can be made regardless of what grant recipients spent.

FY02 – The FY02 online TAG/VIDEO applications will be activated May 1st. Note that the core budget for the VIDEO Program is set at \$1.08 million. The Department will again request supplemental funds, but we cannot guarantee that these funds will be secured. While the VIDEO portion of the FY02 grant will look the same as it did this year (still based on a \$4 million appropriation), there will be a message that alerts applicants that only ¼ of the funds will be guaranteed at time of the approval. This way, we will be able to react quickly in the chance we are able to get supplemental funds.

One-Time Technology Funds Still Possible in FY 2002

Thus far, the House and Senate have approved Governor Holden's recommendation for additional technology funds next year. These one-time funds would be targeted to help districts connect students to high-quality software and online resources and provide technology professional development. If appropriated, we will award Enhancement grants at three times the Acquisition amount (instead of two times) and 40-50 additional Competitive Technology grants.

Competitive Technology and Interactive Distance Learning Grants

Applications for these programs are due June 15. Applicants must submit two copies of the [paper] applications. These must follow the guidelines regarding maximum number of pages, font size, margins, etc. A panel of readers will evaluate the applications, June 25-27. The Department will notify applicants of their funding status by July 5.

Discretionary Grant Readers Needed

If you or others are interested in helping evaluate Competitive Technology, Interactive Distance Learning, or Technology Literacy Challenge Fund grants, please email instrtech@mail.dese.state.mo.us with the information listed below. Note that the number of readers needed will depend on the number of grants submitted.

Competition(s) in which you are interested in evaluating

Competitive Technology, June 25-27

Interactive Distance Learning, June 25-27

Technology Literacy Challenge Fund, September

Contact Information

Name, Title, Social Security Number

School District Name, County-Code, Quadrant

School Address, Phone, Fax

Home Address, Phone

Email Address

2001 Census of Technology

The 2001 online Census of Technology (COT) is active now and will be live through April 30. Note that screens for all buildings must be completed before the authorized representative can submit any data. Note that districts must submit COT data to be eligible for FY02 technology grant programs.

Frequently Asked Questions Regarding the COT—

Q. What buildings are expected to complete the COT forms?

A. All elementary, middle/junior, high, and AVTS schools should complete the Building-level Census. If a district has high school students participating in a district-supported, off-campus alternative school, those data should also be included in the high school report. Attendance centers exempt from completing the COT include preschools and juvenile detention centers.

Q. How do I report holdings when two or more school buildings share a library media center or technology lab?

A. Prorate the numbers across the buildings. For example, if a LMC with 15 PCs is shared by an elementary and a middle school, one school would indicate that its LMC has 8 machines and the other, 7 machines.

News From Washington **Legislation –**

Staff within the Office of Technology, U.S. Department of Education, state there will be technology grants next year, but cannot predict the funding amount, funding targets or restrictions, or when funds will be available. Since January, a number of bills have been introduced in Congress to reauthorize the Elementary and Secondary Education Act (ESEA) and include provisions for technology in education. Many of the bills consolidate all the education technology programs, distribute the moneys to states by formula, and require local education agencies to compete for the funds. Some bills target funds for technology professional development; some target grants to economically needy; some target poor performing schools.

Last month, the CEO Forum on Education and Technology released the policy paper, “Education Technology Must Be Included in Comprehensive Education Legislation”. The paper recommends an expanded federal role in supporting educational technology and an increased investment in federal dollars for research and development. Also, the paper expresses concern that the major current federal legislative proposals lack adequate educational technology plans. See: <http://www.ceoforum.org>

E-Rate Program –

The filing window for Year 4 is closed. There’s no word yet when funding commitment decision letters will begin, but the demand this year is estimated at \$5.787 billion. The estimated demand for priority one funds (telecommunications services and internet access) totals \$1.824 billion, or 81% of the present funding cap of \$2.25 billion. Estimated demand for internal connections at the 90% level is \$1.708, which suggests for the first time USAC will not be able to fully fund these 90% discount requests. See: <http://sl/universalservice.org>

On a different note, it appears less likely that the e-rate program will be consolidated with educational technology grant funds, as proposed by the President’s plan “No Child Left Behind”.

Internet Filtering Mandate –

The FCC has until April 20 to issue rules implementing the Children’s Internet Protection Act. The FCC had proposed to make the mandate rules apply to e-rate program Year 4, but ISTE, CoSN, and several other commenters disagreed, believing that new requirements should apply beginning Year 5.

Department of Elementary and Secondary Education and MOREnet staff are investigating the feasibility and costs for applying filters at the MOREnet level. There is no need to act at this time. Schools (and MOREnet as a state network provider) will be given ample time from when the Rules are published and when they go into effect. Nonetheless, district staff is encouraged to become familiar with the Act, examine their use of the internet and the effectiveness of their AUPs.

◆ Technology Planning Task Force Creates Web Site

<http://www.dese.state.mo.us/divimprove/instrtech/techplan/techplan.htm>

Members of the Technology Planning Task Force are working on ways to make Technology Plans living documents that are used by district staff as a resource for the integration of technology into the curriculum, as well as an informational document that explains the technology mission of the district, current technology, future needs, goals and objectives, evaluation and funding options. A “Creating a Technology Plan” has been developed to guide school districts through the process of writing quality plans.

Note that this site is still under development. We welcome comments and suggestions on ways to make it user friendly and helpful in completing the process of writing a Technology Plan. Send comments and suggestions to instrtech@mail.dese.state.mo.us

◆ METPA Sponsors Free Forum on “Legal Issues on Technology and Internet in School Districts,” April 3, 12:30pm-3:30pm
<http://www.indep.k12.mo.us/metpa/metpa.htm>

Are you concerned about what to do about filtering after the passage of the Children's Internet Protection Act? Are you aware that this federal law now mandates schools and libraries receiving certain types of federal funds to install filters on all computers with Internet access? Need help? We all do, so the Missouri Education Technology Professionals Association (METPA) presents this forum.

WHAT: A Forum: Legal Issues on Technology and Internet in School Districts
WHEN: Tuesday, April 3rd, 12:30 pm to 3:30 pm
WHERE: Ike Skelton Training Center, Militia Drive, Jefferson City, MO, 65101
PRESENTERS: Shane Jones, St Louis area attorney and
Jim Martin, MOREnet Security Specialist
COST: It's free!!!
WHO SHOULD ATTEND: Tech Coordinators, District Administrators, Board Members

COMING MAY 3, 2001...METPA Funding for Technology Forum. Watch for more information soon!

◆ State Library and MOREnet Sponsor Access to Satellite Conference on “Internet Dilemma: Filtered or Non-filtered,” April 11, 2:30pm-4:00pm
<http://www.incolsa.net/events/filter.html>

MOREnet, on behalf of the Missouri State Library, is offering statewide access for schools and libraries to "Internet Dilemma: Filtered or Non-filtered" satellite teleconference on April 11, 2001 at 2:30 p.m. CST. This interactive 90-minute discussion will cover the Internet and intellectual freedom, potential threats posed by Internet filtering, current laws, and practical information about how filters work and what they can and cannot do. Guest speakers will offer their views, and participants may email or phone in with questions and comments.

There is no charge for downlink sites. Each organization that is interested in being a downlink site should request the satellite coordinates from Jeanne Sullivan by e-mailing jeanne@more.net or calling 1-800-509-6673. This is an analog satellite teleconference. Downlink sites need a 6-meter to 10-meter satellite dish. The teleconference will be broadcast in both C band and KU band.

All that is requested in return for free access is that you allow other organizations without satellite downlink capability facilities to view the conference. Downlink sites as they become available will be posted on MOREnet's website at <http://www.more.net/usf> after March 26. The teleconference will also be taped, digitized and made available on MOREnet's website at <http://www.more.net>.

◆ MoDLA and CSD Sponsor Videoconference “Let's Travel Across The Country On Virtual Field Trips,” April 18, 2001, 10:00 am-12:00pm

Join us for an exciting trip across the United States via videoconferencing technology. CSD is pleased to announce a two-hour workshop on April 18th from 10:00am to 12:00pm to introduce educators from across the state of Missouri to exciting opportunities to enrich curriculum through interactive voice and video connections. We will cover the following topics:

- definition of videoconferencing
- types of videoconferences
- videoconferencing protocol
- steps in organizing a videoconference
- how to make videoconferencing successful/teamwork
- finding content providers
- three part videoconferencing model
- how to take your class on a virtual field trip

In addition, we will be visiting three content providers, the Liberty Science Center in New Jersey, Johnson Space Center in Houston, Texas, and the Museum of Radio and TV in Los Angeles, California. They will give us short presentations detailing the kinds of programs they offer to all grade levels.

Receiving sites are the North Kansas City School District (Northview Elementary), Miller Co R-III School (Tuscumbia), Nevada Telecenter, Winona School District, Northwest Missouri State University, (McKemy Classroom and McKemy Conference Room), and the Ozarks Technical Community College, Springfield, Missouri. Educators may go to any one of these sites to participate in the two-hour workshop. Workshop material will be available at each site.

For additional information contact Lora Smith, Executive Director, Missouri Distance Learning Association at 660-543-8724 or Ruth Block at 314-692-1272 ruthb@info.csd.org or Martha Bogart at 314-692-1258 martha@info.csd.org

AGENDA

April 18, 2001

10:00-10:45	Introduction to videoconferencing
10:45-11:00	Videoconference with Liberty Science Center
11:00-11:15	Debrief
11:15-11:30	Videoconference with Johnson Space Center
11:30-11:40	Debrief
11:40-11:55	Videoconference with Museum of Radio and TV
11:55-12:00	Wrap up

◆ New Missouri Rural Education Web Site

<http://rural-ed.gen.mo.us>

-Submitted by David Hollingshead, Superintendent, Gideon School District

In October 2000, the Mid-continent Research for Education and Learning (McREL) hosted participants from their seven state service area for the McREL 2000 Rural Symposium. The purpose of the symposium was for participants to develop a network of learning communities within each state and throughout the McREL service area. The Missouri contingent consisted of representatives from seven rural K-12 districts and a facilitator. The Missouri Rural Education Web Site was one of the strategies designed to help enhance rural education in Missouri.

The purpose of the Missouri Rural Education Initiative and the associated web site is to provide a central point of contact for educators and organizations working to enhance and support rural education in Missouri. The site currently contains information about the Missouri Rural Education Initiative, issues and events about rural education, links to resources for rural educators, and contact information for those initially involved in the Missouri Rural Education Initiative.

Rural school districts are facing a variety of critical issues. The Missouri Rural Education Web Site can provide a forum within which information can be shared, resources, can be collected, and issues can be discussed.

Rural school districts in Missouri have a lot to offer our students. Yet, we are at a disadvantage in a number of ways. Resources that are readily available in urban and suburban areas are not necessarily available to our students and communities. By banding together and sharing information, it is hoped that we can open doors to bring more of these needed resources within the reach of our rural communities. Our students deserve it!

The web site is still in its infancy but we anticipate it becoming a valuable tool for rural educators in Missouri. We want to make it “work” for Missouri Rural Education. For that to happen, we can benefit from your suggestions, input, and contributions. You can visit the web site at <http://rural-ed.gen.mo.us>. (Please note that we are still in the process of registering this domain. Until the domain is active you can access the site directly by using <http://204.184.0.79>). You can also join the rural education list serve to discuss rural education issues. To subscribe to the list serve send an email to masier@gideon.k12.mo.us and in the body of the message simply type subscribe rural-ed.

For additional information you can contact the Jim Tice at jkt302t@mail.smsu.edu or David Hollingshead at dholling@gideon.k12.mo.us.

◆ Learning With Technology

-Featuring King City R-I

King City R-I School

The goals of *Multimedia Millennium Messengers* were to

Provide an opportunity to apply and improve students communication skills through a “real life”, hands-on electronic experience

Train teachers, administrators and students to use computers, scanners, multimedia projectors, digital cameras, and printers while accessing on-line services to produce multimedia projects

Permit K – 12 teachers to develop shared learning units of instruction that implement technology and share these units with the partner school.

Multimedia Millennium Messengers allowed the King City R-I District to set up a new multimedia center in the elementary building allowing students and faculty access to computers, printers, scanners, digital cameras, and a multimedia projector. The faculty was trained in the use of the new equipment. During the first year of the project, teachers and K-6 students in King City collaborated with teachers and students from the Holmen School district in Wisconsin to provide students with shared learning projects. Some of the projects included: ecology day activities, Math Baseball, reading activities over the novel The Matchlock Gun, and electronic pen pals between the classes. Teachers received training on new software programs, which were incorporated into their classroom. Students spent weekly class sessions in the media center to reinforce their newly learned skills. Students and faculty alike became proficient in the use of the equipment and software programs developing a variety of multimedia projects.

The second year of the project, saw a new partner school, Berlin School District in Wisconsin, with which to share learning units. During year two, K – 6 teachers underwent training to develop web pages. Our district's web page, www.kingcity.k12.mo.us, is the most successful activity of the project. All the elementary staff and support staff attended workshops on Web Development using FrontPage98. As the excitement grew of going on-line with an elementary web page, the high school staff also wanted to become involved in this project. At this point, the web page became district wide with the high school staff receiving training on web development.

When the web server came on-line, the students could see the web pages of their teachers and have input into their class web page. With this in place, all the classes, K – 6 were able to share even more information with the partner school. Information, along with digital and scanned pictures, was posted on the web, as the classes shared learning units together. Teachers have included parent information on their class web pages and use them as a way to communicate with the community.

◆ Showcasing Missouri's PT3 Grants

-Submitted by Diane Smoot, Harris-Stowe State College

Harris-Stowe and Gateway finished last year's capacity building grant with a three-day technology camp. Several computer topics were taught in workshop format on Harris-Stowe's campus and Gateway's campus. The last afternoon of the camp was a fun activity that involved everyone at the Gateway site. The evaluator's summary reported participants found the camp to be a positive experience and several teachers learned technology that they were able to use in their classrooms.

This year we began a three-year implementation grant under PT3. Gayle Evans, coordinator of the learning groups, distributed a survey of technology interests to participants, tabulated the results, and formed the teachers and students into two learning communities based on their interests. The teachers are from Harris-Stowe, Gateway, and Cardinal Ritter College Preparatory High School (a new partner). The students are junior and senior Harris-Stowe

students who are education majors interested in technology. The learning communities meet twice a month to share their technology infusion stories and concerns, and each member will present at least one technology topic to the rest of the members of the community.

One of the partners of the grant is Black Data Processing Associates (BDPA). They spearheaded a series of town hall meetings and a summit on the Digital Divide. (<http://www.bdpa-stl.org/summit/>) The objective of the St. Louis Summit was to increase minority participation in information technology (IT) in the St. Louis region. Each 2 ½-hour town hall meeting had a specific focus and featured a panel of experts. Topics and locations were:

IT and minority business - Jan.9, 2001 - UMSL

IT and community based organizations - Jan. 16, 2001 - Maritz

IT and minority education - Jan. 23, 2001 - Harris-Stowe State College

IT and minority students - Jan. 25, 2001 - UMSL

The culminating event was a full-day summit on the Digital Divide on February 17, 2001, at Harris-Stowe State College. The morning included free workshops (demo and hands-on) on technology topics relevant to the town hall subjects. There was also a job fair in the morning. The afternoon began with a speech by Tony Brown on "Empowering the People" and concluded with a panel with national experts and Tony discussing possible solutions for problems discussed in the four town hall meetings.

Goals of the grant this year include:

Bring on our newest partner: Wellston School District

Provide all new members of the learning communities with laptops.

Collaborate with our new partner, Computer Village, a community technology Center.

Plan our next technology camp for August 2001.

One success story: Maisha Ellison began the first grant as a student. She was active in the learning community, student taught under the computer lab instructor at Gateway Elementary, and upon graduation was hired by Gateway to run one of the computer labs.

◆ California, Missouri Student Wins National Art Contest

-Submitted by Lori Mathys, Teacher, Moniteau Co R-I

Nikki Helming, a fourth-grade student in Mrs. Lori Mathys's eMINTS classroom at California Elementary School, recently was the winner of a national art contest held by www.Crayola.com. Her artwork was unveiled on March 20, on Capitol Hill in Washington, D.C. for "Youth Arts Across America Day." (For more information on eMINTS, visit their website at <http://emints.more.net/>).

Each student in Mrs. Mathys's fourth-grade class designed a Missouri puzzle piece that illustrated the colorful people, places, and landmarks that make our state unique. Each student also wrote a paragraph about the state after researching Missouri's symbols, famous people, and landmarks on the internet. The students used websites compiled by eThemes researchers to do their research. (Visit the eThemes website for more information on teaching resources, at <http://emints.more.net/ethemes/>).

From thousands of entries, Nikki's artwork was chosen as the winning design for the state of Missouri. It was reproduced as a giant 3-D puzzle piece. The 50 state puzzle pieces were assembled into a map of the United States by local schoolchildren and members of Congress for visitors to Capitol Hill to see. Nikki's artwork is also being featured on both the www.Crayola.com website and The Americans for the Arts website. (www.artusa.org).

Nikki had these words to say about her accomplishment, "I was so glad when I got the letter saying that I won. I have some advice for you. When you want to win something, you have to try hard and do your best."

◆ Professional Development Tip of the Month

When it comes to technology, it seems like there's always something else to learn, some little trick that makes your life easier or some feature on your software package you haven't had the chance to investigate. Will we ever know it all?

Probably not. Most of us have learned that friends and co-workers can be a great resource when technology baffles us. BUT, finding the person who knows the answer to your question can be time consuming. Let HPR*TEC help. The High Plains Regional Technology in Education Consortium has developed **Profiler**, a tool that strengthens school building and district collaboration. Teachers take a survey to assess their abilities and weaknesses regarding specific technology skills. Then the Profiler creates a map – a profile – of each person's talents. Individuals from your school needing help with a specific program can then find someone who can help you strengthen these skills within your school.

Profiler inspires cooperation and collaboration among teachers and students to help them improve their skills around a general topic. Use Profiler to strengthen your school district's ability to share expertise. Strengthen your school district's ability to share skills with Profiler. <http://hprtec.org/profiler/>

◆ Copyright Question of the Month

Q. May an educator (e.g., administrator, classroom teacher, substitute teacher, or student teacher) other district employee, volunteer, or others copy a complete song from an audio source, digitize it, and then add it to a multimedia presentation?

A. No. This would exceed portion limitations detailed in the guidelines.

Note: Up to ten (10) percent, but in no event, more than 30 seconds, of an individual audio work may be copied.

Example: The individual audio work lasts 30 seconds. The educator may copy only ten (10) percent (three seconds).

Example: The individual audio work lasts six minutes (360) seconds. The educator may copy only 30 seconds. Ten percent would equal 36 seconds but no more than 30 seconds may ever be copied.

◆ New Technology Standards for School Administrators -- Draft Ready for National Review

<http://cnets.iste.org/tssa/framework.html>

In March, the Collaborative for Technology Standards for School Administrators (TSSA), released for national review an introduction and a standards framework containing standards statements and performance indicators. The Collaborative will accept feedback on this and subsequent drafts of the standards through June 2001. Job-specific profiles of performance tasks are scheduled for release later in the spring.

These standards are the property of the TSSA Collaborative and may not be altered without written permission. The following notice must accompany any reproduction of the standards: "This material was originally developed as a project of the Technology Standards for School Administrators Collaborative."

◆ Exciting Learning Opportunities through Distance Learning from Cooperating School Districts

-Submitted by Martha Bogart, Assistant Coordinator of Distance learning, CSD

A World of Possibilities

In today's isolated school environment, educators need to push the boundaries of time and space to provide students with a rich blend of learning experiences. Cooperating School Districts' (CSD) in St. Louis, MO New Links to New Learning program uses two-way video conferencing technology to create live, interactive educational opportunities that are flexible, user-friendly and motivational.

Coordinated efforts encourage schools and communities to share learning resources. It's a great way to make the best of limited resources and maximize technology's impact.

New Links to New Learning blurs the line between the classroom and the outside world. This powerful resource brings people of different backgrounds and expertise into classrooms to contribute as resources and allows institutions, universities and government agencies the chance to get involved.

Discover the potential for students:

Virtual field trips and adventures

Participation in local, national and international programs

Dual enrollment within a district, at other districts or at participating colleges and universities

Exposure to and increased enthusiasm for innovative technology

School visits from renowned authors

ACT prep classes

Discover the potential for educators:

Videoconferencing sessions to discuss issues and conduct meetings

Interaction with practicing professionals and community members

Staff development between up to five sites at once

Cross-district curriculum planning

Resources, statistics and real-life examples shared among peers

Some exciting programs that we can offer come from the St. Louis Chapter of the American Red Cross, Adventures in Medicine and Science (Practical Anatomy--St. Louis University), The Princeton Review, Missouri History Museum, Missouri Department of Conservation, the Internal Revenue Service, St. Louis Science Center, the Federal Reserve Bank, Center for Entrepreneurship at UM-St. Louis, and countless other cultural institutions that are out of state.

We are happy to plan and coordinate programs that fit your schedule and curriculum. To take part in these virtual field trips, or for further information, contact Ruth Block ruthb@info.csd.org OR Martha Bogart martha@info.csd.org.

◆ **Cable in the Classroom Has it All!**

-Submitted by Neal J. Gilb, Education Representative, Missouri Cable Telecommunications Association

Here's a quiz! What is worth more than \$2 million dollars a week? Where can you find high quality, commercial-free, educationally sound cable television programming aligned with national standards and available free to schools? What new nation-wide initiative is giving schools free high-speed data connections? If you said *Cable in the Classroom* (CIC), you just scored 100 percent!

What is *Cable in the Classroom*?

CIC is a partnership between the cable companies and 40 cable networks to provide free cable service to all accredited K-12 public, private, and parochial schools and public libraries within their service areas throughout the US. In its twelfth year of community outreach, CIC serves more than 858,000 students in Missouri alone! Cable networks such as C-SPAN, The Discovery Channel, Arts and Entertainment Television (A&E), The Learning Channel, and Nickelodeon are among the programmers that maintain web sites with accompanying lesson plans and curriculum guides written by curriculum designers and master teachers. Many of the web sites have streaming video of their programs, activities for students, professional development opportunities for educators, and information for parents that will help foster a parent-to-school connection.

In addition to the free cable service, in some franchise areas where the cable plant has been upgraded to handle high-speed data connections, CIC has begun an initiative to give schools and public libraries access to the Internet. By using a cable modem and monthly subscription service provided by your local cable company free of charge, students are able to access the Internet at speeds of up to 1.5 megabits per second or the equivalent to T-1 speed! This allows not only quicker access to Internet resources but also lets you reallocate bandwidth on your existing network that your school was supplying for the computer connection.

How do I use *Cable in the Classroom* programming?

CIC programs give you the flexibility to determine the use of the content in your educational setting. Typically teachers, Library/Media Specialists, and parents record CIC programs that air overnight for use in the classroom all for the cost of a blank VHS tape. You may even want to recruit student volunteers to record programs for extra credit! Educators are encouraged to use whatever part of the recorded program they believe will help them "teach to the moment." The copyright of the material allows for tremendous flexibility in your lesson plans. By consulting the CIC magazine at your school or online at <http://www.ciconline.org> you will find the necessary information about airtime, copyright,

description of the program and ideas about how to use it effectively. Professional development workshops are available to your schools at no cost. At the workshops you learn about the vast resources of CIC, how to integrate CIC programs and Internet resources into curriculum, and aspects of media literacy.

Where can I find out more about *Cable in the Classroom* and how my schools can get connected?

You may contact your local cable company and inquire about CIC or visit the CIC web site listed above. At their homepage, click on "Cable Companies and Networks," then click on "Who's My Cable Company?," type in the requested information and hit enter. Your cable company and its representative's contact information should appear. If you experience difficulty finding out who your cable company is or how to get connected, contact Neal J. Gilb, Education Representative, MCTA by phone at (314) 655-1803 or by email at gilb.neal@broadband.att.com

Cable in the Classroom truly does have it all. It's a great addition to your educator toolbox of resources for great teaching and learning!

◆ **Multimedia as Assistive Technology for Students with Learning Disabilities in Reading**

-Submitted by Tamarah Ashton, Department of Special Education, California State University

Approximately 80% of students identified with learning disabilities have their primary difficulties in reading (Lerner, 2000). Special education teachers must determine for each student what methods will be used for instruction and daily assignments in order to improve students' reading facility. In making that decision, IDEA now states that teams must consider assistive technology (AT) in the program planning for all students with disabilities.

Multimedia software is a possible mechanism to provide additional practice or even another mode of instruction for students with learning disabilities.

Poole (1997) describes multimedia as including such items as entertaining graphics and animation, high quality digitized speech, and motion video. Wissick and Gardner (2000) more specifically describe the features of multimedia:

- models the sources of human learning,
- increases learner control,
- encourages exploration,
- fosters the creation of individual relationships,
- encourages active involvement,
- provides numerous choices for navigation,
- uses icons and metaphors to aid navigation,
- allows for levels of different prior knowledge,
- enables users to see a subtask as part of the whole, and
- allows users to adapt materials to their own learning style.

It is important to stress that not all multimedia programs are appropriate just because they appear to engage the learner. Also, software which is helpful in one setting might not be suitable in another (e.g., resource room vs. general education room). Raskind (1998) outlines an interactive framework which is helpful in considering which AT to select for a particular

situation; it can be applied to multimedia software, as well. The following four items provide much overlap and interplay when software is efficiently used: a) the individual, b) the specific task/functions to be performed, c) the specific technology, and d) the specific contexts of interaction.

Multimedia Reading Software

Currently, there is a large body of multimedia software available in the area of reading. The four largest subdivisions within this category are 1) phonemic awareness and other emergent literacy issues, 2) phonological decoding, 3) comprehension, and 4) "talking" storybooks. Some titles focus on just one of these aspects, while many titles are combination packages covering two or three, if not all four areas. Listed below are several example titles in each category.

Phonemic Awareness/Emergent Literacy Skills (Title-Publisher-contact info)

Earobics-Cognitive Concepts- <http://www.earobics.com>

Sesame Street Elmo's Reading: Preschool & Kindergarten- Creative Wonders-
<http://www.creativewonders.com>

First Phonics - SUNBURST - <http://www.sunburst.com>

I Want to Read - DK Family Learning - (407)857-5463

Phonological Decoding

Curious George Learns Phonics - Houghton Mifflin Interactive - www.houghtonmifflin.com

Let's Go Read: 1 & 2 - Edmark - <http://www.edmark.com>

Simon Sounds It Out - Don Johnston - <http://www.donjohnston.com>

Sound It Out Land Phonics Adventure - 99V - <http://www.99v.com>

Reading Comprehension

Reader Rabbit's Reading Development Library, 3 & 4 - The Learning Company -
<http://www.learningco.com>

Reading Galaxy - Broderbund - <http://www.broderbund.com>

Reading Search - Great Wave Software - <http://www.greatwave.com>

Stickybear's Reading Comprehension - Optimum Resource - www.stickybear.com

Talking Storybooks

Discis Books - Harmony Interactive - <http://www.discis.com>

Disney's Animated Storybooks - Disney Interactive - <http://www.disneyinteractive.com>

EduTales - Milliken - <http://www.millikenpub.com>

Mouse Tales - Lindy Enterprises - <http://www.lindyinc.com>

Sources of Information

Publisher contact information is given above for the limited number of titles presented. However, how could a teacher find other publishers who produce similar materials? Once that information was obtained, how could more details of each of the programs be located? Catalog descriptions are often very brief, and even reading the information located on a product box can be misleading (Ashton, 2000). For example, "phonics" is commonly listed as being an activity included in multimedia software for young learners. The phonics activity referred to, however, might merely be a letter identification task. Once the package has been opened, software cannot usually be returned so the purchaser may be left very unsatisfied. To alleviate this common difficulty, websites have been developed which outline and describe the features of two different bodies of multimedia software.

Project LITT (Literacy Instruction Through Technology) was a 3-year research project funded by the U.S. Office of Special Education from 1996 to 1999. The purpose of the project was the "investigation of the effectiveness of hypermedia-based children's literature software in improving the reading skills of students with learning disabilities (Lewis, 1999).

One outcome of the project was a 300+ item database of hypermedia-based children's literature software programs. [See <http://edweb.sdsu.edu/SPED/ProjectLitt/LITT>]

The Project LITT site allows users to search for software by titles, names of series (e.g., Living Books), readability estimates (i.e., 1st through 8th grade), software features (e.g., glossaries, writing activities), and languages other than English (i.e., French, German, Japanese, Spanish). For a more sophisticated search, the user can specifically sort the items by text and graphics interactivity (i.e., high, medium, low, none). A list of titles which fall into the search's criteria is then presented. By clicking on a title, the user receives a full profile of the program which details such features as: 1) a summary of the story, 2) types of text interactions, 3) types of interactions with graphics, 4) the amount of animation in the program, 5) how to navigate through the program, and 6) a description of the series.

Another similar site is currently being developed which highlights hypermedia-based phonics programs. Although less elaborate than the previously mentioned site, this site (<http://www.csun.edu/~ta4130/phonics.html>) was developed to assist consumers in making decisions regarding their phonics-based CD-ROM purchases. Titles are presented alphabetically in a chart format and then each is categorized by its features. The column headings include the: 1) version number, 2) publisher name, 3) publisher suggested age/grade, 4) total number of activities, 5) number of phonics-based activities, 6) number of non-phonics based reading activities, and 7) number of non-related games/activities. If the explanation of features in the chart seems appropriate for the teacher's needs, a profile of each program can be retrieved by clicking on the title. An in-depth description of each activity in the program is provided with examples of the types of items presented to the user.

The National Research Council (1998) reports, "Preliminary evaluations indicate that well-designed software programs for supporting early literacy development can produce gains in student performance. Such software can reinforce, motivate, and extend early literacy instruction" (p. 342). Therefore, it seems incumbent upon teachers and other special education professionals to continue investigating the types of multimedia software programs available and determining which products can best meet the needs of students with reading disabilities. If the intended use of assistive technology is to "increase, maintain, or improve the functional capabilities of individuals with disabilities" (PL 101-407, The Technology Related Assistance Act of 1988), then we must continue to match the student's needs with the product, the environment, and the desired outcomes.

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◆ Mark Your Calendar

April

- | | |
|----|---|
| 2 | Newsline published online |
| 3 | METPA Internet Filtering Forum
Ike Skeleton Center, Jefferson City, MO |
| 4 | Instructional Technology Grant Informational Workshop
Nixa, MO |
| 4 | Instructional Technology Grant Informational Workshop
Kansas City, MO |
| 5 | Instructional Technology Grant Informational Workshop
Dexter, MO |
| 25 | Newsline articles due |

May

- | | |
|---------------|---|
| 1 | Newsline published online |
| May 1-Sept 15 | Application Window for TAG and VIDEO Grants |
| 3 | METPA Funding for Technology Forum
Ike Skeleton Center, Jefferson City, MO |
| 8 | Truman Day-State Holiday |
| 25 | Newsline articles due |
| 28 | Memorial Day—State Holiday |

◆ Upcoming 2001 Conferences

April 8-10	Power Up 2001-Missouri Assistive Technology Conference and Exposition Columbia, MO
April 17-22	National Distance Learning Month
April 21-24	Missouri Association of School Librarians Spring Conference Tan-Tar-A, Osage Beach, MO
April 30	Third Cycle Missouri School Improvement Process Lenoir Center, Columbia, MO
May 30	Evaluating Professional Development for 21 st . Century Schooling: What Every PDC M School Administrator should Know Lenoir Center, Columbia, MO
June 23-26	TIE 2001 Conference: Expanding Expectations Snowmass, Colorado www.tie-online.org/c2001.html
June 25-27	Teaching and Learning Conference “Celebrating Teaching and Learning” Holiday Inn Select, Columbia, MO
October 7-9	Missouri Educational Technology Conference 2001--A Technology Odyssey Tan-Tar-A, Osage Beach, MO

◆ From the Mailbag

Missouri Student Technical Academy Winners

Three sites have been chosen to host Student Technical Academies this summer: Reeds Spring (June 4-7), Lexington (June 18-24) and Acadia Valley Career Technical Center (June 26-29). These academies bring in students and a teacher to build computers. The program is sponsored by MOREnet.

Expand and Test Your Technology Integration Skills

The video-rich, web-enabled modules guide you toward integrating technology into your learning and teaching. Modules are individualized, self-paced, and sequenced at various skill levels. Certificates are awarded in four competency areas. “Technology Skills and Knowledge” focuses on how you can make computers effective in the classroom.

“Professional Practices” gives aid on how to use technology in your professional practices.

“Teaching and Learning” teaches ways to adapt pedagogy to use technology in order to meet a variety of learning styles and student needs. “Curriculum and Assessment” focuses on integrating technology into your curriculum, instruction, and assessment for specific content areas. This is a professional development resource for those who want to join the tech-savvy.

For more information visit: <http://2kbb2.pbs.org/tk/about.cfm>

Free Technology Workshops

Concept to classroom offers free, multi-media enhanced, technology seminars and resources for K-12 administrators, computer coordinators, librarians, and media specialist. This site includes interactive workshops that allow you to apply for credit once you complete them.

Workshops are divided into four sections including “Explanation” which examines educational theory, “Demonstration” shows examples of successful applications that are provided by video, interactive links, lesson plans, and activities, “Exploration” includes potential pitfalls and information about technology integration, and “Implementation” which

includes support materials to help bring ideas to the classroom. For more information visit: <http://www.thirteen.org/teach>

Are You a TCO-savvy School District?

Total Cost of Ownership refers to the long-term costs involved in building and operating a network of computers. The TCO project helps school leaders budget cost-effectively to achieve technology goals. The chart in Sara Fitzgerald's article can help school districts determine, at a glance, whether they are following strategies that have proven to be the most cost-efficient.

http://www.techlearning.com/db_area/archives/WCE/archives/tcosara.htm

Technology Management: Twelve Steps to Trimming Your TCO

eSchool News offers this free special report that discusses the true cost of a computer over its lifetime. The article explains all factors involved in calculating Total Cost of Ownership.

Understand TCO can help lower costs by changing how technology is implemented in schools. To have the report emailed to you, visit <http://www.eschoolnews.org/reports/>

Are You a Techno-Constructivist?

Staff development experts have been tracking teacher adaptation as technology has moved into classrooms. Technology is transforming the way teachers teach and students learn. Combine the boom in instructional technology and the trend of constructivism and you have techno-constructivists. Walter McKenzie's article explains a four-stage model of teacher assimilation in teacher technology training, illustrates the techno-constructivist in action, and provides online resources. http://www.educationworld.com/a_tech/tech005.shtml

Rubrics for Leadership: What Technologically Literate Superintendents, Principals, and Directors Should Know and Be Able to Do with Information Technologies.

Published as part of an article for Technology Literacy for Administrators (*School Administrator*, April 1999), Eric Bartelson and Doug Johnson provide self-evaluation rubrics to judge the effectiveness of staff development efforts and a road map for principals and directors wanting to improve their own technology skills. Visit: <http://www.doug-johnson.com/dougwri/rublead.html>

Collection of Assessment Rubrics

Visit Kathy Schrock's Guide for Educators web site to find a collection of assessment rubrics for use of the Web that may be helpful to teachers designing their own rubrics. Find rubrics for assessing student web pages, subject-specific and general rubrics, educator skills rubrics, and related articles at <http://www.school.discovery.com/schrockguide/assess.html>

KCMSD Brainwaves

A recent collaboration with the Kansas City Missouri School District and the Interactive Video Network from University of Missouri – Kansas City has provided a means for televising MAP preparation information for parents and students of the Kansas City Missouri School District. During the broadcast, teachers from the Kansas City Missouri Schools give parents tips to help their children improve their scores when taking the MAP. Each program is broadcast live into homes via Time Warner and Comcast Cable systems each Monday from 5:30 to 8:30 on Time Warner Channel 18. Parents can call in during the program to ask questions and get information about other aspects of the test. The broadcasts are divided into three 50 minute segments: elementary at 5:30-6:20 middle school at 6:30-7:20 and high school at 7:30- 8:20. The programs are then rebroadcast on Fridays from 3:30 to 6:30 on

Time Warner channels 17 and 18, and on Comcast Channel 25. The programs began on February 26 and they will run through April 23rd.

In addition to the broadcasts UMKC has created a web site, and the broadcasts are on-line for anytime/anywhere access at <http://www.umkc.edu/is/mts/brainwaves> . Interested parties can access or review the broadcasts or view them live. There is also a chat room on the web page that allows educators and parents to ask questions that will be answered by MAP experts. The chat room also allows those interested about the MAP to share ideas and problems.

At the request of the Hispanic community, a middle school student is providing a summary in Spanish every week.

Those wanting to know more about this can get information from the web page, or they can call Thomas Brenneman at 816-235-1096, or David Anstaett at 816-235-5405.

The Twentieth Century Project

Fifth grade students in Liberty MO had a unique opportunity to investigate how major historical events affected an individual who lived through that event by participating in the Twentieth Century Project. Fifth grade students completed a research packet on their topic by searching Internet, encyclopedias, books and conducting interviews with family members and friends who had lived during the event the student was investigating. Activities culminated with a Twentieth Century Night, where more than 300 community members attended. Students gave presentations from stations set up chronologically throughout the room as community members visited with students. To read more about the project how it was carried out, check

<http://www.4teachers.org/testimony/habegger/index.shtml>

◆ Internet Sites of Interest

U.S. Department of Education

<http://www.ed.gov/funding.html>

Among a wealth of other information, the ED site provides comprehensive information on applying for grants and listings of current funding opportunities. Also try:

<http://www.ed.gov/legislation/FedRegister/announcemtns/index.html>

School Grants

<http://www.schoolgrants.org/>

An up-to-date listing of government, foundation and corporate funding opportunities in K-12 education, including fundraising programs and contests. Offers a free monthly e-newsletter.

Scholastic-Grants and Funding

<http://teacher.scholastic.com/professional/grants/index.htm>

A listing of articles and Web sites related to grant seeking for teachers.

TechLearning- Grants and Contests

<http://www.techlearning.com/grants.html>

A searchable database of funding opportunities for learning technology.

Recently published eThemes resources:

<http://emints.more.net/ethemes/resources/S0000035.html>

This site is all about sharks, includes habitat, food, body, myths, and all kinds of facts about this creature. Includes interactive quizzes, live cams.

<http://emints.more.net/ethemes/resources/S00000342.html>

This site is about bats, habitat, myths, mammals, megabats, microbats, echolocation. Covers caves in Missouri, cave terminology and more.

<http://emints.more.net/ethemes/resources/S00000340.html>

This site is about wolves, their habitat, includes myths and stories. Audio, video and interactive sites included.

<http://emints.more.net/ethemes/resources/S00000348.html>

Listings and maps to the caves of Missouri. Information about bats and bat caves in Missouri. Cave formations and archaeology.

<http://emints.more.net/ethemes/resources/S00000344.html>

Examples and templates for creating outlines and other organizing tools.

Music Education Resources

March is also a month to note the contributions of both music and theater in the schools.

Teachers First has two music collections that are worth a look. These Music Resource pages include content on music education, as well as an increasing number of sources for downloadable public domain scores for instrumental and choral music. The URL:

<http://www.teachersfirst.com/cont-musc.htm> For more information contact:
martha@info.csd.org

High School and Middle School Resources On The Blues (Music)

In addition, our Meeting the Blues collection offers a number of resources that allow teachers to use the blues as a departure point for a study of music, African American culture, and the historical periods and places that gave birth to the blues. These resources are appropriate for middle and high school students, and some of the resources will also work for upper elementary students. The URL: <http://www.teachersfirst.com/blues.shtml>

Theatre Resources

Finally, we've added a new Theater Resources page, which offers a small but intriguing collection of teaching strategies, resources, and improvisation ideas for use in theater classes. Those of you who think all teaching is part theater will also find some tricks to import into your own lessons. The URL: <http://www.teachersfirst.com/cnt-theater.html>

School Emergency Planning Resources

We also note with sadness that school violence is back in the news.

There are some new updates to our Emergency Planning resources - many of which note that this is a far more complex problem than it would at first appear, and that "having a plan" is only part of the solution. The Emergency Planning resources are at:

<http://www.teachersfirst.com/emerg.htm>

Professional Resources

Are you stuck for a way to get through to a particular student? Looking for a new way to teach old material? Try TeachersFirst's Professional Resources matrix. It's an easy-to-use presentation of our resources for teaching strategies, special education, and more. There are lots of ideas, whether you're struggling with the student, the content, or the teaching strategy. The TeachersFirst Professional Matrix is at: <http://www.teachersfirst.com/prof.htm>

Featured Sites

This week's features are an elementary feast! We've uncovered a great collection of quick science demonstrations, some neat African folk tales, a new collection of biographies of the presidents, and lots more. Head off for the good stuff, all at: <http://www.teachersfirst.com/feature.htm>